

**Bachelor of Arts in Humanities and Social Sciences  
Student Learning Outcome Assessment Plan**

College of Humanities and Social Sciences

Colorado State University - Pueblo

Preliminary assessment plan (5/24/2019)

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Student Learning Outcome	Measure description (direct or indirect?)	Expected level of student proficiency (definition and percentage)	Timeline or cycle
SLO1 Students will develop critical thinking, communication, organizational and problem-solving skills that allow them to see intellectual connections among various disciplinary fields.	Senior research project (Direct) Rubric used to score final senior research project	All students are expected to be proficient in this SLO (see rubric for defining criteria).	Each year
SLO2 Students will develop linkages between their individualized intellectual inquiries and related areas in terms of contemporary challenges facing individuals, communities and society.	Senior research project (Direct) Rubric used to score final senior research project	All students are expected to be proficient in this SLO (see rubric for defining criteria).	Each year
SLO3 Students will articulate their personal educational and professional goals focusing on existing and potential demand for the skills and knowledge they acquire in their degree program.	Program proposal (direct) Rubric used to evaluate program proposal Market analysis (direct) Rubric used to evaluate market analysis	All students are expected to be proficient in this SLO (see rubric for defining criteria).	Each year
SLO4 Students will acquire a clear understanding of future opportunities for the program that they propose.	Program proposal (direct) Rubric used to evaluate program proposal Market analysis (direct) Rubric used to evaluate market analysis Resume/letter of interest OR graduate school letter of application (direct) Rubric used to evaluate	All students are expected to be proficient in this SLO (see rubric for defining criteria).	Each year

## Appendix A: Rubrics used to evaluate SLOs

### Student Learning Outcome 1: Intellectual connections 2020

Student: \_\_\_\_\_ Scorer: \_\_\_\_\_

**Student Learning Outcome 1: Students will develop critical thinking, communication, organizational and problem-solving skills that allow them to see intellectual connections among various disciplinary fields.**

	0	1	2	3
Proficiency Levels	Not proficient		Proficient	
A. Identify complex ideas to illustrate the intellectual connections among various disciplinary fields.				
B. Clearly convey how various disciplinary fields relate to each other.				
C. Demonstrate problem-solving skills to formulate connections among various interdisciplinary fields.				

Total: \_\_\_\_\_

**A. Identify complex ideas to illustrate the intellectual connections among various disciplinary fields.**

- 3: The paper demonstrates sophisticated abilities to identify complex ideas that illustrate the intellectual connections among various disciplinary fields.
- 2: The paper demonstrates developing abilities to identify complex ideas that illustrate the intellectual connections among various disciplinary fields.
- 1: The paper demonstrates underdeveloped abilities to identify complex ideas that illustrate the intellectual connections among various disciplinary fields.
- 0: The paper fails to identify complex ideas that illustrate the intellectual connections among various disciplinary fields.

**B. Clearly convey how various disciplinary fields relate to each other.**

- 3: The paper demonstrates sophisticated abilities to analyze and evaluate arguments and positions.
- 2: The paper demonstrates developing abilities to analyze and evaluate arguments and positions.
- 1: The paper demonstrates underdeveloped abilities to analyze and evaluate arguments and positions.
- 0: The paper fails to analyze and evaluate arguments and positions.

**C. Demonstrate problem-solving skills to formulate connections among various interdisciplinary fields.**

- 3: The paper demonstrates sophisticated abilities to make informed and logical conclusions and judgments.
- 2: The paper demonstrates developing abilities to make informed and logical conclusions and judgments.
- 1: The paper demonstrates underdeveloped abilities to make informed and logical conclusions and judgments.
- 0: The paper fails to make informed and logical conclusions and judgments.

**Student Learning Outcome 2: Contemporary challenges  
2020**

Student: \_\_\_\_\_ Scorer: \_\_\_\_\_

**Student Learning Outcome 2: Students will develop linkages between their individualized intellectual inquiries and related areas in terms of contemporary challenges facing individuals, communities and society.**

Proficiency Levels	0	1	2	3
	Not proficient		Proficient	
A. Develop linkages between program and contemporary challenges facing individuals.				
B. Develop linkages between program and contemporary challenges facing communities.				
C. Develop linkages between program and contemporary challenges facing society.				

Total: \_\_\_\_\_

**A. Develop linkages between program and contemporary challenges facing individuals.**

- 3: The paper demonstrates sophisticated abilities illustrating the linkages between what they've learned in the program and contemporary challenges facing individuals.
- 2: The paper demonstrates developing abilities illustrating the linkages between what they've learned in the program and contemporary challenges facing individuals.
- 1: The paper demonstrates underdeveloped abilities illustrating the linkages between what they've learned in the program and contemporary challenges facing individuals.
- 0: The paper fails to demonstrate any abilities illustrating the linkages between what they've learned in the program and contemporary challenges facing individuals.

**B. Develop linkages between program and contemporary challenges facing communities.**

- 3: The paper demonstrates sophisticated abilities illustrating the linkages between what they've learned in the program and contemporary challenges facing communities.
- 2: The paper demonstrates developing abilities illustrating the linkages between what they've learned in the program and contemporary challenges facing communities.
- 1: The paper demonstrates underdeveloped abilities illustrating the linkages between what they've learned in the program and contemporary challenges facing communities.
- 0: The paper fails to demonstrate any abilities illustrating the linkages between what they've learned in the program and contemporary challenges facing communities.

**C. Develop linkages between program and contemporary challenges facing society.**

- 3: The paper demonstrates sophisticated abilities illustrating the linkages between what they've learned in the program and contemporary challenges facing society.
- 2: The paper demonstrates developing abilities illustrating the linkages between what they've learned in the program and contemporary challenges facing society.
- 1: The paper demonstrates underdeveloped abilities illustrating the linkages between what they've learned in the program and contemporary challenges facing society.
- 0: The paper fails to demonstrate any abilities illustrating the linkages between what they've learned in the program and contemporary challenges facing society.

**Student Learning Outcome 3: Articulating goals  
2020**

Student: \_\_\_\_\_ Scorer: \_\_\_\_\_

**Student Learning Outcome 3: Students will articulate their personal educational and professional goals focusing on existing and potential demand for the skills and knowledge they acquire in their degree program.**

Proficiency Levels	0	1	2	3
	Not proficient		Proficient	
A. Articulate educational goals focusing on demand for skills and knowledge acquired in program.				
B. Articulate professional goals focusing on demand for skills and knowledge acquired in program.				

Total: \_\_\_\_\_

**A. Articulate educational goals focusing on demand for skills and knowledge acquired in program.**

3: Student demonstrates sophisticated abilities to articulate educational goals focusing on demand for skills and knowledge acquired in program.

2: Student demonstrates developing abilities to articulate educational goals focusing on demand for skills and knowledge acquired in program.

1: Student demonstrates underdeveloped abilities to articulate educational goals focusing on demand for skills and knowledge acquired in program.

0: Student fails to demonstrate abilities to articulate educational goals focusing on demand for skills and knowledge acquired in program.

**B. Articulate professional goals focusing on demand for skills and knowledge acquired in program.**

3: Student demonstrates sophisticated abilities to articulate professional goals focusing on demand for skills and knowledge acquired in program.

2: Student demonstrates developing abilities to articulate professional goals focusing on demand for skills and knowledge acquired in program.

1: Student demonstrates underdeveloped abilities to professional educational goals focusing on demand for skills and knowledge acquired in program.

0: Student fails to demonstrate abilities to articulate professional goals focusing on demand for skills and knowledge acquired in program.

**Student Learning Outcome 4: Future opportunities  
2020**

Student: \_\_\_\_\_ Scorer: \_\_\_\_\_

**Student Learning Outcome 3: Students will acquire a clear understanding of future opportunities for the program that they propose.**

Proficiency Levels	0	1	2	3
	Not proficient		Proficient	
A. Demonstrate clear understanding of future opportunities.				

Total: \_\_\_\_\_

**A. Demonstrate clear understanding of future opportunities.**

- 3: Student demonstrates sophisticated understanding of future opportunities.
- 2: Student demonstrates developing understanding of future opportunities.
- 1: Student demonstrates underdeveloped understanding of future opportunities.
- 0: Student fails to demonstrate understanding of future opportunities.

**BA in Humanities and Social Sciences: Curriculum Map**  
**May 24, 2019**

Student Learning Outcome	Course	Expected level of student proficiency
<p>SLO1            Students will develop critical thinking, communication, organizational and problem-solving skills that allow them to see intellectual connections among various disciplinary fields.</p>	<p>Major core courses (NOT HSS 499)            Major elective courses            HSS 499: Senior Capstone</p>	<p>Not proficient (1-2) to Proficient (3)            Not proficient (1-2) to Proficient (3)            Proficient (3)</p>
<p>SLO2            Students will develop linkages between their individualized intellectual inquiries and related areas in terms of contemporary challenges facing individuals, communities and society.</p>	<p>Major core courses (NOT HSS 499)            Major elective courses            HSS 499: Senior Capstone</p>	<p>Not proficient (1-2) to Proficient (3)            Not proficient (1-2) to Proficient (3)            Proficient (3)</p>
<p>SLO3            Students will articulate their personal educational and professional goals focusing on existing and potential demand for the skills and knowledge they acquire in their degree program.</p>	<p>Major core courses (NOT HSS 499)            Major elective courses            HSS 499: Senior Capstone</p>	<p>Not proficient (1-2) to Proficient (3)            Not proficient (1-2) to Proficient (3)            Proficient (3)</p>
<p>SLO4            Students will acquire a clear understanding of future opportunities for the program that they propose.</p>	<p>Major core courses (NOT HSS 499)            Major elective courses            HSS 499: Senior Capstone</p>	<p>Not proficient (1-2) to Proficient (3)            Not proficient (1-2) to Proficient (3)            Proficient (3)</p>